

# **Peer Assessment as a Collaborative Learning Tool in EFL Secondary Classes**

Amina Aisarova

A thesis submitted to the Faculty of Education and Humanities  
in partial fulfillment of the requirements for the degree of

**MASTER OF ARTS**

in Teaching English as a Foreign Language

«SDU University»

Department of Language Teacher Education

June, 2025

Thesis Advisor:

Associate Professor, PhD, Kymbat Smakova

«SDU University»

Faculty of Education and Humanities

Department of Language Teacher Education

This is to certify that the Master's Thesis of

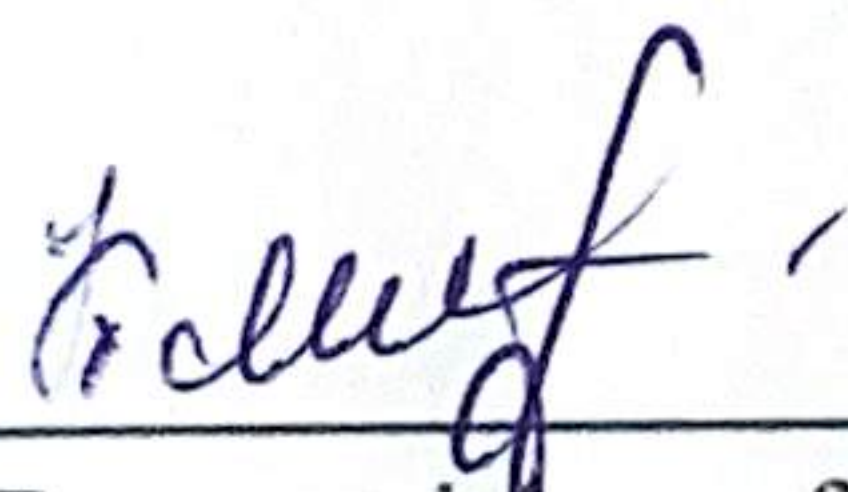
Amina Aisarova

has met the thesis requirements of

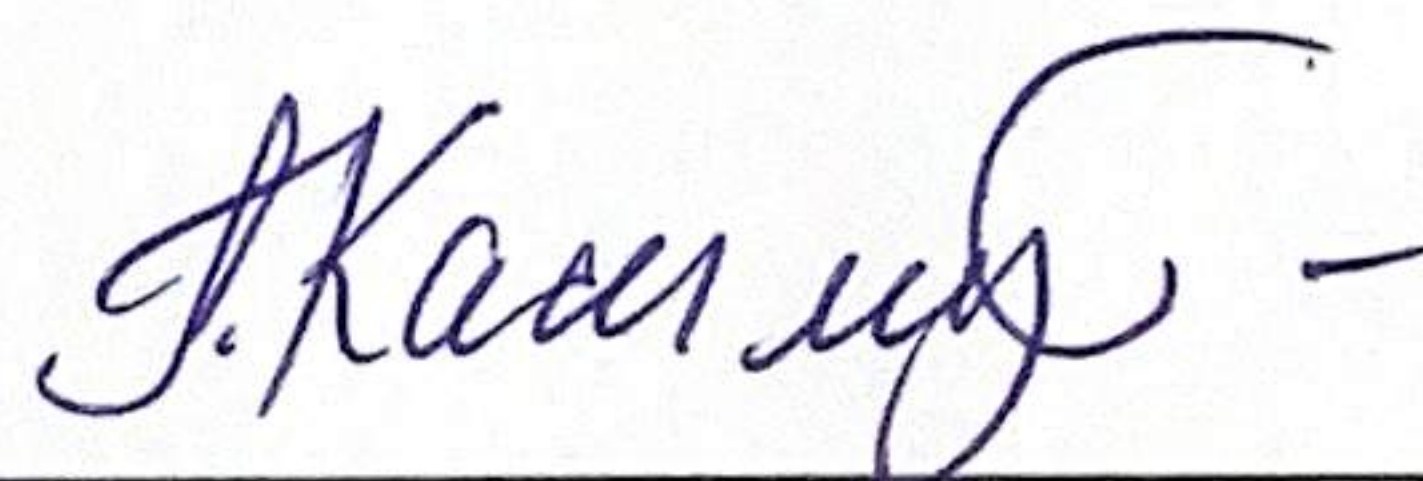
SDU University

Kaskelen, 2025

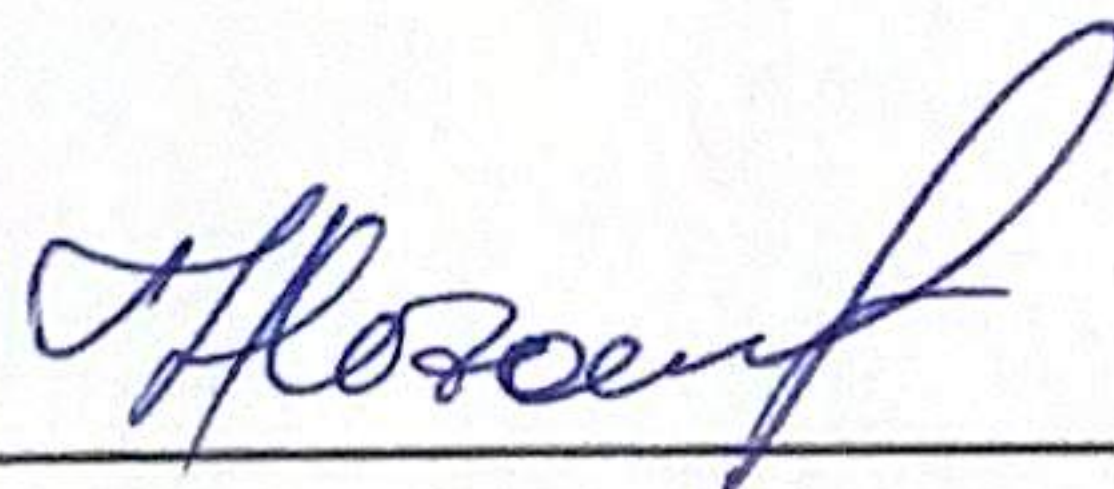
Approved by:




PhD., associate professor Kymbat  
SMAKOVA  
Thesis supervisor



Phd., Doctor Gulzhaina  
KASSYMOVA  
Committee Chair



PhD., assistant professor  
Akmarzhan NOGAIBAYEVA  
Department Chair




PhD., associate professor Zhanagul DUISIBEKOVA  
Dean, Faculty of Education and Humanities

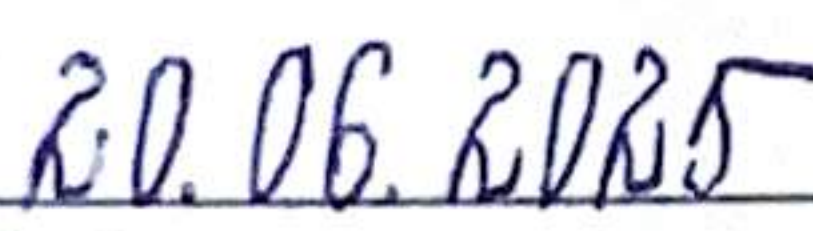


### AUTHOR AGREEMENT

The Author, I, Amina Aisarova, hereby grants SDU University (SDU) full and exclusive rights to reproduce the manuscript, make revisions, and reproduction. SDU rights include but are not limited to the following: (1) to reproduce, publish, sell, and distribute copies of the thesis, selections of the thesis, and translations and other derivative works based upon the thesis, in print, audio-visual, electronic, or by any and all media now or hereafter known or devised; (2) to license reprints of the thesis to third persons for educational photocopying; (3) to license others to create abstracts of the thesis and to index the thesis; (4) to license secondary publishers to reproduce the thesis in print or digital form, including electronic on-line databases; and (5) to license the thesis for document delivery. These exclusive rights run the full term of the copyright, and all renewals and extensions thereof.

I hereby accept the terms of the above Author Agreement and I sign.

  
\_\_\_\_\_  
Author signature

  
\_\_\_\_\_  
Date

## DECLARATION

I, the undersigned, hereby declare that this submission is entirely my own work, in my own words, and that all sources used in researching it are fully acknowledged and all quotations properly identified to my best extent. It has not been submitted, in whole or in part, by me or another person, for the purpose of obtaining any other credit, except where due acknowledgement is made in the thesis. I understand the ethical implications of my research, and this work meets the requirements of the Faculty of Education and Humanities Research Ethics Policy.

Amira Aisarova

Name

Amira

Signature

20.06.2025

Date

## ACKNOWLEDGMENT

First and foremost, I would like to express my deepest gratitude to Allah (SWT), the Most Gracious and the Most Merciful, for granting me the strength, health, and patience to complete my master's degree. Without His divine guidance and endless blessings, this thesis would not have been completed. Every breath I have taken, every hardship I have overcome, and every success I have achieved is only by His will. Alhamdulillah for all that has been and everything that will be.

Secondly, I express my eternal gratitude to my beloved mother, whose unconditional love, endless support, and boundless sacrifices have been the foundation of my academic journey. This thesis is as much her achievement as it is mine.

Finally, I would like to express my sincere gratitude to my thesis supervisor Kymbat Smakova. I am deeply thankful for the time and energy that she has spent on guiding me throughout this thesis. Her feedback and support pushed me to believe in my own capabilities. I also owe a deep debt of gratitude to my teacher Diyar Nurmetov who played a vital role in my education. His commitment to academic excellence and dedication to teaching have left a lasting effect on my personal and academic development. His guidance, encouragement, and belief in my potential have been a source of constant inspiration. For all the knowledge shared, doors opened, and inspiration offered – I remain forever thankful.

## Table of Contents

List of Tables.....	viii
Abstract.....	1
Аңдатпа.....	2
Аннотация.....	3
CHAPTER 1 Introduction.....	4
1.1 Research Problem.....	5
1.2. Purpose of the Study.....	6
1.3. Research Questions.....	6
1.4 Significance of the Study:.....	6
CHAPTER 2 Literature Review.....	8
2.1. Constructivism as a Theoretical Framework for Peer Assessment.....	8
2.2 Reasons for Employing Peer Assessment.....	9
2.3. Forms of Peer Assessment.....	9
2.4. Advantages of Peer Assessment.....	10
2.5. Challenges in implementing peer assessment.....	13
2.6 Planning and coordinating peer assessment activities.....	14
2.7 Previous Studies.....	16
CHAPTER 3 Methodology.....	19
3.1. Research Design.....	19

3.2. Research Setting.....	19
3.3. Sampling .....	19
3.4. Instrumentation .....	20
3.4.1 Validity and reliability.....	20
3.4.2 Ethical considerations .....	20
3.5. Data Analysis .....	21
4.1. Sample Demographics .....	22
4.2. Inductive Thematic Analysis from Teachers' Data .....	23
4.3. Inductive Thematic Analysis from Students' Data .....	30
CHAPTER 4 Findings .....	22
CHAPTER 5 Discussion.....	39
Conclusion .....	43
References.....	46
Appendices.....	57

**List of Tables**

Table 1 Demographic Data of Teacher Participants.....	22
Table 2 Inductive Thematic Analysis from Teachers' Data.....	23
Table 3 Demographic Data of Student Participants.....	30
Table 4 Inductive Thematic Analysis from Students' Data.....	30

## **Peer Assessment as a Collaborative Learning Tool in EFL Secondary Classes**

### **Abstract**

Peer assessment is a collaborative learning tool which can be used to promote an active learning environment. It has been described as an effective, learner-centered, and democratic technique which can be practiced in various educational settings. The purpose of the current research was to describe EFL teachers' and students' attitudes towards peer assessment activities in secondary education. This study utilized a qualitative approach to obtain in-depth reflections and experiences of participants. Face-to-face interviews were employed as a data collection tool. Non-probability purposive sampling strategy was used to collect data from participants. Qualitative data was analyzed by inductive thematic analysis and included direct quotations of the respondents. The findings indicate positive attitudes towards peer assessment by both study groups and demonstrate the wide use of this technique in secondary education. As a result of the interviews, six main themes in each study group were revealed. The respondents reported such barriers of peer assessment as subjectivity in grading, lack of prior instruction and expertise, adverse relationships between peers, and student passiveness. Therefore, the participants suggested providing clear rubrics and explanation, moderate implementation of peer assessment in a classroom, and using formative peer feedback to eliminate potential bias.

*Keywords:* peer assessment, collaborative learning, secondary education

## Орта Білім Беретін Мектепте Ағылшын Тілін Оқытуда Бірін-бірі Бағалау Бірлескен

### Оқу Әдісі Ретінде

#### Аңдатпа

Бірін-бірі бағалау - бұл белсенді оқу ортасын құру үшін қолдануға болатын коллаборациялық оқыту құралы. Ол әртүрлі білім беру мекемелерінде қолдануға болатын тиімді, оқушыға бағдарланған және демократиялық әдіс ретінде сипатталады. Аталған зерттеудің мақсаты EFL оқытушылары мен оқушыларының орта мектептегі бірін-бірі бағалау қызметіне қатынасын сипаттау болды. Бұл зерттеуде қатысушылардың тәжірибесі туралы деректер алу үшін сапалы әдіс пайдаланылды. Деректерді жинау құралы ретінде сұхбат пайдаланылды. Қатысушылардан деректер жинау үшін тең емес мақсатты іріктеу стратегиясы пайдаланылды. Бұдан басқа, сапалы деректер индуктивті тақырыптық талдау әдісімен талданды және респонденттердің тікелей дәйексөздерін қамтыды. Алынған нәтижелер екі зерттелетін топта да өзара бағалауға оң көзқарасты көрсетеді және орта білім беруде осы әдісті кеңінен қолдануды көрсетеді. Сұхбат нәтижесінде әрбір зерттеу тобында алты негізгі тақырып анықталды. Респонденттер бағалаудың субъективтілігі, алдын ала оқыту мен біліктіліктің жоқтығы, құрдастары арасындағы қолайсыз қарым-қатынас және оқушылардың пассивтілігі сияқты бірін-бірі бағалауды жүргізуге кедергі келтіретін кедергілерді атап өтті. Жоғарыда көрсетілген кедергілерге сүйене отырып, қатысушылар нақты айдарлар мен түсініктемелер беруді, сыныпта бірін-бірі бағалауды біркелкі енгізуді және әлеуетті бейтараптылықты жою үшін бірін-бірі бағалауды қалыптастырушы кері байланыс нысанында пайдалануды ұсынды.

*Түйін сөздер:* бірін-бірі бағалау, бірлескен оқу, орта білім

## Взаимное Оценивание как Инструмент Коллаборативного Обучения в Средних Классах EFL

### Аннотация

Взаимное оценивание - это инструмент коллаборативного обучения, который может быть использован для создания активной учебной среды. Оно описывается как эффективный, ориентированный на ученика и демократичный метод, который может применяться в различных образовательных учреждениях. Целью данного исследования было описать отношение преподавателей и учеников EFL к деятельности по взаимному оцениванию в средней школе. В данном исследовании использовался качественный метод для получения данных об опыте участников. В качестве инструмента сбора данных использовались интервью. Для сбора данных от участников использовалась стратегия неравноправной целевой выборки. Кроме того, качественные данные были проанализированы методом индуктивного тематического анализа и включали прямые цитаты респондентов. Полученные результаты свидетельствуют о положительном отношении к взаимному оцениванию в обеих исследуемых группах и демонстрируют широкое использование этого метода в среднем образовании. В результате интервью было выявлено шесть основных тем в каждой исследовательской группе. Респонденты отметили такие барьеры, мешающие проведению взаимного оценивания, как субъективность оценки, отсутствие предварительного обучения и квалификации, неблагоприятные отношения между сверстниками и пассивность учащихся. Опираясь на вышеуказанные барьеры, участники предложили предоставлять четкие рубрики и объяснения, умеренно внедрять взаимное оценивание в классе и использовать взаимное оценивание в форме формативной обратной связи для устранения потенциальной предвзятости.

*Ключевые слова:* взаимное оценивание, коллаборативное обучение, средняя школа

## CHAPTER 1

### Introduction

Collaborative learning (CL) has been widely employed by educators to facilitate an active learning environment. It can be described as a social interaction between students to foster effective learning. Researchers highlight the significance of utilizing collaborative learning activities to promote students' motivation, engagement, and self-efficacy (Huang & Wu, 2011). The aforementioned factors can lead to better learning outcomes. Additionally, learning together to reach a mutual goal can enhance learners' social and interpersonal relationships (Lee & Yang, 2023). Empirical studies revealed that one method of implementing CL is by reconsidering assessment strategies (Surahman et al., 2018). Assessment is usually implemented by a teacher in its conventional form. However, peer students can be another source of providing feedback. Thus, peer assessment (PA) has gained a significant interest of scholars in the last few decades. It can be defined as a process where learners provide feedback to works or performance of other learners with the help of relevant criteria (Chin, 2007). Panadero and Alqassab (2019) describe peer assessment as an activity in which learners consider the quality of work or outcomes of their counterparts. In the scope of the current study, such notions are considered under this definition as peer grading, peer feedback, and peer evaluation. A substantial number of researchers emphasize the learning benefits of employing peer assessment (Dahal et al., 2022; Double et al., 2020; Topping, 2018). Although PA can be deployed as a teaching technique on its own, many instructors couple it with peer learning, where students study together and then assess each other's progress (Chin, 2007). Panadero et al. (2017) view the aim of peer assessment as not solely evaluating or grading one's peers, but promoting reflective learning, creating a dialogue, and promoting self-regulatory learning. Roberts (2006) mentioned the significant value of grading another student because it provides the opportunity to improve

one's own understanding. This is noticeable when a learner revises the material and marking criteria while providing feedback to another learner. In addition, the purpose of peer assessment is to help learners familiarize with the assessment criteria, since they evaluate the strengths and weaknesses of their fellow students (Cho & Cho, 2010).

Various models of peer assessment are discussed in the literature. One of them deals with the distribution of grades. It is used when a teacher provides a set of grades, and learners need to distribute the grades according to individual contribution (Alqassab et al., 2023). This model can prevent the occurrence of “free riders”. Another model can be used when students receive not only peer grades but are also assessed by self-assessment rubrics and further report on received feedback (Reinholz, 2016).

Regarding the Kazakhstani context, some scholars revealed the wide use of peer assessment practices in schools, many of which reported the positive impact of peer grading on learners' performance (Ybyrayeva & Koshkarova, 2023; Zhussipova, 2024). However, the research investigating students' perceptions of peer assessment techniques is overlooked by local scholars. Taking into consideration this gap in literature, the current study aims to investigate teachers' and students' experiences and attitudes of participating in PA practices at school.

### **1.1 Research Problem**

Assessment has a powerful impact on the learning process. It is often implemented as a one-way transmission of information from a teacher to learners who passively receive grades and feedback (Er et al., 2021). In the secondary education context, there has been a need to shift from traditional assessment to its more productive alternative - peer assessment, since it can enhance students' academic performance more than teacher assessment (Double et al., 2020). However, it has been reported that more research is required to examine the

quality of PA and how it is perceived by learners because “implementing peer assessment does not automatically lead to positive outcomes” (Rotsaert et al., 2018, p.3).

## **1.2. Purpose of the Study**

The purpose of the research is to investigate teachers’ experiences of using PA in secondary education. The study will also describe the attitudes of students and identify challenges that are encountered both by teachers and learners during PA activities.

1) To determine EFL (English as a foreign language) teachers’ perceptions of peer assessment in secondary education.

2) To describe EFL students’ perceptions of peer assessment in secondary education.

## **1.3. Research Questions**

The research will consider the following questions:

1. In what ways is peer assessment integrated into EFL secondary education?
2. What challenges are faced by teachers and students during peer assessment activities in secondary education?

## **1.4 Significance of the Study:**

The collaborative learning approach is valued in modern education due to its potential benefits, such as development of cognitive, communicative, and critical thinking skills. Peer collaborative assessment has been defined as an important element in the design of learning environments creating a more participatory culture of learning. Investigating this type of assessment can lead to a better understanding of collaboration in learning and promote learner-centeredness in secondary education. Although the number of research on students’ perceptions of peer assessment is increasing, scholars highlight the need for further exploration of students’ experiences with the different practical arrangements of these activities in various learning contexts (Wanner & Palmer, 2018).

Additionally, the topic has been widely explored within experiential studies, paying little scientific attention to students' perceptions. In the Kazakhstani educational context, the number of studies dedicated to the topic of peer assessment is insufficient. Taking into account this gap, the current research intends to examine teachers' and learners' experiences of peer assessment activities, what challenges they face, and how it is implemented in their classroom. Extensive investigation of teachers' and learners' perceptions, and possible shortcomings can lead to better comprehension of the methodology, practical value and risks associated with this type of assessment.

Furthermore, the current study can be useful for educators who intend to utilize more collaborative methods of assessment in their classroom. In addition, it might be beneficial for learners to be aware of potential obstacles of peer assessment to be more prepared for its implementation. Policy makers might also benefit from the current study in a way that peer assessment activities can be included in secondary educations' curriculum which will add diversity and collaboration to the programs.

## CHAPTER 2

### Literature Review

This part of the study is dedicated to the ideas of previous researchers on the topic of peer assessment. Theory of constructivism is presented first, then reasons for using PA, its forms, advantages and limitations of PA are discussed next, and finally, some previous articles are discussed.

#### 2.1. Constructivism as a Theoretical Framework for Peer Assessment

The theory of constructivism, which has gained scientific attention since the second half of the twentieth century, serves as a significant theoretical base to instructional designs as well as the assessment methods. According to the theory, learners construct knowledge by themselves through experience with the environment (Bada & Olusegun, 2015). In such a way, assessment strategies need to stimulate high-order thinking skills, focus on real-life situations, promote students' metacognitive abilities, and provide an opportunity for reflective learning. The relationship between constructivism and assessment has led to the emergence of alternative ways of assessment (Yurdabakan, 2011). Specifically, social constructivism enables peer interactions in a classroom; thus, collaborative learning can appear between individuals (Hayden et al., 2021).

The Concept of More Knowledgeable Other (MKO) , introduced by Vygotsky, emphasizes the effectiveness of learning from more knowledgeable and experienced figures, such as a parent, teacher, or colleague (Wald & Harland, 2022). In such a way, learners can reach their zone of proximal development. In peer assessment practices, peers who have greater expertise can be a source of knowledge for their counterparts. Moreover, MKO is reported to be useful in forming groups, so that students contribute to a maximum extent and increase their learning abilities (Abtahi et al., 2017).

## **2.2 Reasons for Employing Peer Assessment**

Assessment significantly impacts the learning process. Anggraini et al. (2023) claim that assessment needs to promote students' active participation and autonomy. Conventional ways of evaluation might not satisfy students' learning needs. Peer assessment is supposed to be an innovative and student-centered learning approach (Van Zundert et al., 2010).

The underlying reason for the wide use of peer assessment activities is related to the attempts of instructors to engage learners in the learning process (Gurbanov, 2016). Moreover, it is worth mentioning that assessment is considered to be a fundamental part of the learning process. During the last few decades, a shift has emerged from the assessment that is focused on teaching to the assessment that promotes learning (Gonzalez & Llorente, 2014). Therefore, assessment can be deployed as a learning tool. Among collaborative methods of assessment in secondary education, peer assessment is one of the most prominent, with a substantial number of studies evaluating its aim, value, benefits and drawbacks (Adachi et al., 2018; Ashenafi, 2017; Alt & Raichel, 2022).

## **2.3. Forms of Peer Assessment**

Peer assessment can be represented in various forms. Vickerman (2007) explains that formative peer assessment is used in situations when students need to provide feedback to their peers to enhance learning. It can be useful to foster metacognition, since learners monitor their progress as they learn and adapt learning strategies for better learning outcomes. Wang et al. (2023) state that peer assessment is rarely used in its formative form, focusing only on grading rather than using peer assessment for improving the learning process. Consequently, learners may lack motivation to think deeply about the evaluation of peers.

In contrast, summative peer assessment involves assigning grades and forming judgements on peer's work. This approach can cause multiple challenges, as reaching

objective and reliable assessment conducted by students is problematic (Zhou et al., 2020). This is where the development of accurate rubrics and assessment descriptors can be used to increase reliability of assessment. Hamer et al. (2015) continue to question the accuracy of peer grading stating that students have a tendency to underestimate or overmark the works of their counterparts. This can be overcome by open discussions, double grading, and anonymous marking (Panadero & Alqassab, 2019).

With the advancement of technology, online peer assessment is becoming a widely used learning tool. Havard et al. (2023) report that online peer assessment enhances student critical thinking, collaboration, and problem-solving skills. Moreover, their findings revealed the decreased level of social loafing among undergraduate students when engaging in digital peer assessment. Thus, it can foster the effectiveness of group projects. Zhan et al. (2022) also highlighted that using online peer assessment tools is advantageous for fostering students' higher-order thinking. Researchers mention such online platforms for peer assessment as: EduTech, iLAP, Eduflow, Peergrade and many others (Latifi et al. 2021; Lu & Zhang, 2012; Ocampo & Panadero, 2023). Although online platforms for peer assessment have great potential, teachers and students might require training to maximize proper learning (Ocampo & Panadero, 2023).

## **2.4. Advantages of Peer Assessment**

A substantial number of studies has described various benefits of employing peer assessment in a classroom (Arnold, 2021; Karami & Rezaei, 2015; Panadero & Brown, 2017). The following benefits have been extensively described in the literature:

### **2.4.1. Development of soft/professional skills**

Chorrojprasert (2021) described such advantages of using peer assessment as: communicative, problem-solving, negotiation and other soft skills that can be fostered through exchanging opinions, asking questions, receiving feedback, and providing

explanations. Boud and Soler (2016) also claim that peer assessment contributes to professional development, as learners can obtain life-long skills that are highly appreciated at the work place.

#### **2.4.2 Fostering active learning**

Proponents of peer assessment highlight its importance for promoting learning autonomy as well as enhancing intrinsic motivation; learners are driven by their own desire to excel and avoid unsatisfactory remarks and grades (Topping, 2019).

Assessment is usually expected to be conducted by teachers; therefore, students are perceived as passive receivers of feedback and grades. Peer assessment can change this tendency, creating the environment of active learning (Adachi et al., 2018). Cavas et al. (2010) also describe such learning benefits of peer assessment as: increased motivation, better understanding of learning material, and development of critical thinking skills which all contribute to active participation in the learning process.

#### **2.4.3. Better comprehension of assessment criteria**

Students need to understand the assessment standards before evaluating their peers. This creates a need to better understand the assessment criteria in order to provide meaningful feedback (Yucel et al., 2014). Moreover, when learners take the role of assessors, their cognitive skills are enhanced. Their own knowledge is broadened when they have an opportunity to review, evaluate, and provide constructive feedback to learners of similar status (Chorrojprasert, 2021).

#### **2.4.4. Timely and appropriate feedback for students**

Learners can benefit from feedback since it uncovers their strengths and weaknesses; therefore, creating an environment of self-directed learning. Peer feedback can be more reliable than teacher feedback in group projects, since instructors are not well informed about the actual performance of each team member (Tucker & Abbasi, 2015). Furthermore, peer

assessment contributes to better learning outcomes (Li, 2017). The similar view is shared by Wanner and Palmer (2018) who state that both providing and receiving peer feedback have a positive impact on promoting reflective learning.

#### **2.4.5. Enhanced responsibility**

Peer assessment can develop self-reflection and enhance understanding of others; thus, enabling learners to recognize mistakes and propose practical solutions. Topping (2019) claims that peer assessment fosters not solely active participation and learning autonomy, but also responsibility for one's own learning process.

Moreover, peer assessment provides learners with authentic assessment and life-long learning skills which are widely useful in future life (Boud & Soler, 2016). Another benefit of peer assessment is that it teaches constructive feedback. Students learn to receive not only positive feedback but recommendations for improvement. Additionally, they consider their mistakes, and improve their performance based on empathy, respect, and trust (Winstone et al., 2017).

Some benefits of using peer assessment are also described by Spiller (2012): 1) it helps learners fill the gaps in knowledge by mutual assistance; 2) by engaging in judgements, learners can develop intellectual capacities; 3) it assists in decreasing the power imbalance between teachers and students.

From the literature dedicated to the benefits of PA, it can be concluded that peer activities contribute to the development of personal as well as academic skills. Based on all aforementioned points, peer assessment is not solely an evaluation tool, which enables students to assess each other, but a learning strategy which provides advantages to reflect on what they learnt, correct mistakes, and improve themselves to reach the desired goals.

## **2.5. Challenges in implementing peer assessment**

Despite having a positive impact on students' learning process, peer assessment has been reported to have potential weaknesses by a great number of previous researchers (A'ladawi et al., 2024; Huang & Cheng, 2022; Panadero & Brown, 2021;). The following limitations have been widely discussed in the literature:

### **2.5.1. Reliability and accuracy**

Students are novices not only in subject matter, but also in grading and assessing. A significant number of researchers claimed that peer assessment is highly vulnerable to being unreliable and biased, as learners tend to overmark each other or not provide profound feedback (Hamer et al. 2015; Kulkarni et al., 2015). This tendency can consequently lead to grade inflation (Panadero & Brown, 2021).

### **2.5.2 Power relationships**

Implementing peer assessment can destroy existing power relationships between students and teachers. It is generally accepted that assessment should be conducted by a teacher who is competent in the field. Learners might not seriously perceive an assessment which was carried out by their peers; therefore, neglecting the constructive feedback provided by other students (Tai et al., 2017). Instructors might be also reluctant to give power to assess their students and similarly, students might not wish to change the existing hierarchy (Tai et al., 2017; McGarr & Clifford, 2013).

### **2.5.3. Time and resource constraints**

Peer assessment can be time-consuming. Instructors need a clear plan on its implementation. Additionally, teaching support is required at all stages of the peer assessment process (Berg & Seeber, 2016). Moreover, Adachi et al. (2018) report that it requires much effort from the instructors to successfully organize, present, and evaluate peer assessment activities.

#### **2.5.4. Psychological barriers**

Some students experience anxiety while assessing their peers. This can be caused by unwillingness to judge or offend another person (Sridharan et al., 2018). Similarly, Tornwall (2018) claimed that some learners exhibit anxious behavior when being evaluated by learners of similar status. Social affective outcomes are concerned with peer pressure, disapproval, and psychological safety (Rotsaert et. al, 2018). These concerns have been associated with privacy in peer assessment and can be alleviated by anonymous grading (Panadero & Brown, 2021).

### **2.6 Planning and coordinating peer assessment activities**

Peer assessment should be planned and organized appropriately, which means collective coordination by school administration and instructors. (Hadwin et al., 2017). This can be reached by identifying responsibilities and establishing standards of assessment, maximizing productivity of peer feedback and evaluation. PA activities are best implemented when formally integrated into the syllabus (Chin, 2007). After planning the activities, students should evaluate their collective performance and make necessary changes if the set standards are not met (Wisa & Vytasek, 2017). Planning and coordinating process do not end at an initial stage of activities, but continue to span over the discussion, since students tend to regulate their collective performance on an ongoing basis.

#### **2.6.1 Providing clear instructions**

The study conducted by Nawas (2020) revealed that although some learners experience anxiety while assessing their peers, the potential bias can be eliminated if instructors provide clear rubrics and constant assistance. Proper instructional methods are significant, as learners cannot be expected to perform such complex activity as peer assessment without any guidance. Tsivitanidou et al. (2010) report that peer assessment is invalid unless prior instruction is provided. One of the techniques to facilitate support is

providing rubrics. Rubrics help create a “communication channel” among learners (Er et al., 2021, p.5). Through the use of rubrics, learners evaluate each other and discuss any inconsistencies between a peer’s work and their views. In such a way, students are encouraged to participate in productive discussions.

**2.6.2 Importance of anonymity.** Anonymity has been ensured to make peer assessment activities more reliable, safe, and accurate. There are two types of peer assessment outcomes that anonymity can impact- cognitive and social affective (Panadero & Alqassab, 2019). Regarding cognitive outcomes, it was claimed that anonymity enables assessors to act in a more unbiased manner, and assesses will seriously consider the received feedback (Yu, 2012). Therefore, peer assessment has two main advantages: the assessors will be unbiased because they do not know who they assess, and assesses will not be influenced by the consequences of their evaluation (Peterson & Peterson, 2011). Some researchers found that anonymity can alleviate the potential barriers (Li, 2017; Raes et al., 2015; Lin, 2018).

### **2.6.3 Teachers’ role in peer assessment**

In a student-centered educational environment, the role of a teacher transforms to a facilitator in all phases of peer assessment activities. Er et al. (2021) described the following teacher actions in peer feedback practice: at an initial stage of an activity, instructors should support learners. This can be particularly helpful if students have conflicts and difficulty to reach an agreement. Teachers need to encourage discussions by addressing the issues, explaining the criteria, and providing accurate examples of feedback (Jonsson, 2013).

The second phase involves fostering feedback dialogue. Although discussing feedback can lead to positive results, learners might not be willing to do so (Carless, 2016). Therefore, teachers should stimulate feedback discussions to increase student motivation.

In the subsequent phases, teachers can provide supplementary materials if students do not grasp a particular aspect of their work reviewed by an equal-status student (Carless & Boud, 2018).

Furthermore, teachers are recommended to assess the process of peer feedback rather than the actual product (Chin, 2007). In such a way, learners will be more focused on improving PA skills than receiving high grades and will be more objective while evaluating each other.

## **2.7 Previous Studies**

The case study conducted by Chorrojprasert (2021) described the perceptions of peer assessment in team-based learning environment. The aim of the study was to determine whether peer assessment is perceived as an effective tool for fostering language and soft skills. The sample comprised 18 undergraduate students in an English language teaching course. Mixed method was employed, with the questionnaire and seminar sessions as the data collection instruments. The findings demonstrated that most of the participants admitted that peer assessment enhanced their learning abilities, although such personal constraints as anxiety and lack of confidence to evaluate others' work were reported. These findings are consistent with the ideas of some previous researchers (Sridharan et al., 2018; Tornwall, 2018). Overall, the study provided valid results, despite the lack of representativeness due to the unique nature of the case study.

The similar study conducted by Adachi et al. (2018) aimed at investigating the perceptions and experiences of university instructors about the use of peer assessment. A semi-structured interview was administered among 13 teachers. The findings revealed seven themes regarding advantages of peer assessment. These advantages include: enhanced learning, development of communicative skills, opportunity to access authentic assessment, ability to provide feedback, better comprehension of rubrics, enhanced teamwork, and

development of autonomous learning. Moreover, five limitations of peer assessment were reported by the instructors: time and cost constraints, decreased motivation of students to be involved in PA activities, lack of engagement, difficulty to develop assessment skills, and lack of online learning environment created especially for peer assessment. Notably, the study did not consider background experience of the participants regarding the extent to which teachers employed peer assessment activities; thus, questioning validity of the results.

Experiential research carried out by Stančić (2021) aimed to explore undergraduate students' experiences with peer and self-assessment activities. The study employed mixed method design which involved 103 senior year students majoring in pedagogy. The participants were given self and peer-assessment assignments at the initial stage of the study. Consequently, they were required to fill in the questionnaire. The results from the questionnaire indicate that peer assessment was considered more stressful and psychologically uncomfortable for learners than self-assessment which aligns with the study of previous researchers (Wanner & Palmer, 2018). Additionally, the participants experienced discomfort when assigning a grade to each other, as they felt not competent to be involved in summative assessment, which is a well-described challenge of peer assessment (Panadero, 2019).

Another experiential research carried out by Rotsaert et al. (2018) aimed at investigating the impact of transition from anonymous to non-anonymous peer feedback on students' performance. The participants included 46 bachelor's degree students of a private university in Belgium. They were engaged in multiple peer assessment sessions. Their peer feedback quality as well as the attitudes were measured. The results showed that the quality of peer assessment increased as the anonymity was employed. However, the consecutive sessions demonstrated that non-anonymous peer assessment showed the same results. Thus, the transition model was neutrally perceived by the participants. Notably, the study was

conducted in a relatively short period of time (two sessions) which may not be sufficient for providing reliable results.

The research carried out by Panadero and Brown (2017) investigated teachers' experiences of employing PA in three educational contexts: primary, secondary, and higher. A non-experiential survey design was used, with a total number of 1286 teachers. The results demonstrated that the majority of teachers had positive views of the use of peer assessment, with university teachers being the most skeptical (45%). Nevertheless, the implementation of peer activities was found to be low among all sample institutions. Half of the respondents indicated that they would not include a peer grade to the final score. The main reason for this was found to be bias associated with interpersonal relationships.

From all aforementioned studies, it is obvious that peer assessment is widely employed by instructors in various educational contexts. It can be beneficial to foster collaborative, student-centered, and reflective learning as it provides significant learning advantages. Although multiple challenges can hinder the use of this method of assessment, researchers have examined the ways to overcome the barriers, increasing the potential gains both for teachers and students.

## CHAPTER 3

### Methodology

This part of the research describes the methods that were used to collect and analyze the data. Research design and setting are presented first, then sampling strategy is described in detail. Following that, a research instrument (its validity and reliability) is demonstrated. Ethical considerations and data analysis processes are examined at the end of the chapter.

#### 3.1. Research Design

The current research is qualitative as defined by Creswell (2013):

“a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data” (p. 22).

The one-on-one interview method was selected for the current study. According to Ryan et al. (2014) this method is effective for understanding individuals’ perceptions, understandings, and experiences of a topic and can be crucial for the data collection process. Since the research was aimed to gather the perceptions of teachers and students regarding peer assessment, this method of qualitative research was the most appropriate.

#### 3.2. Research Setting

The current study took place in 3 public schools in Almaty. The schools use Russian as a medium of instruction; therefore, interview questions for students were translated into Russian.

#### 3.3. Sampling

The sample consists of 9 EFL teachers and 16 EFL students who work and study at secondary education. According to Hennink and Kaiser (2022) the number of participants in

qualitative interview studies should vary between 9 and 17 participants, as this sample size is sufficient to reach a saturation point.

Non-probability purposive sampling strategy was employed when recruiting participants. This sampling method is usually utilized when a researcher recruits the most accessible participants and it is an easy and inexpensive way to collect data (Creswell et al., 2007). This method enabled the researcher to recruit suitable participants who have specific characteristics that are appropriate for research objectives.

### **3.4. Instrumentation**

A face-to-face semi-structured interview was used as a data collection instrument. Ruslin et al. (2022) described semi-structured interview method as the most powerful tool for collecting qualitative data, since it allows the researcher to reach in-depth evidence while providing more flexibility compared to the structured interview method. The interviews for teachers consisted of 15 main questions and lasted for about 30 minutes (see Appendix D). The interviews for students consisted of 15 main questions and lasted for nearly 20 minutes (see Appendix E). Additional questions were asked due to its semi-structured nature. The explanation of the term “peer assessment” was provided for the respondents prior to the interviews. All participants were asked about their demographic data before answering the main questions.

#### **3.4.1 Validity and reliability**

The interviews were piloted on three people in order to increase the validity and reliability of the questions. As a result, two leading questions were substituted, the order of three questions were changed, and one question was eliminated due to its biased features.

#### **3.4.2 Ethical considerations**

Since the research involved underage participants, it was preliminary approved by the SDU ethics committee (see Appendix A). The data collection process started only after

receiving a letter of permission. Prior to conducting the interviews, informed consent forms were sent to parents and participants via gmail (see Appendices B and C). The consent forms include the topic, aim, and time involvement of the research. Moreover, the participants were asked for permission to be recorded during the interviews. The data collected from the participants is absolutely confidential. Every participant was coded in order to ensure the confidentiality of their answers.

### **3.5. Data Analysis**

Inductive thematic analysis was employed for data analysis and interpretation. It is considered to be a valuable approach when the aim is to gather information about people's opinions from a set of qualitative data (Castleberry & Nolen, 2018). An inductive approach was used, since preconceived themes were not reflected before the data analysis.

The thematic analysis involved six subsequent steps developed by Braun and Clarke (2017). Firstly, the audio recordings were transcribed using *TurboScribe* AI transcription tool. Secondly, the data were split into codes. The third step involved generating broad themes from common codes. Then the themes were reviewed for accuracy and representativeness and combining, eliminating, or dividing them if necessary. The fifth step included defining themes. The themes were named and formulated concisely, so that it is clear what is meant by a theme. Lastly, the thematic analysis was prepared to be presented in the Findings section. The description of each theme including the examples from the data is reported.

## CHAPTER 4

### Findings

The purpose of this chapter is to present the findings of this research. Demographic data of the participants are represented first, then the inductive thematic analysis of responses is demonstrated with direct quotations of the respondents.

#### 4.1. Sample Demographics

The number of respondents was 9, all of them were female. The respondents' mean age was 35, ranging from 23 to 58. The mean number of years of experience was 11. The teacher respondents were coded as T1-T9.

Teachers' responses were grouped into seven broad themes. In this section, these themes are described in detail and supported with quotes.

**Table 1.**

*Demographic data of teacher participants*

		N	Percentage
Gender	Female	9	100%
Age	23-35	5	56%
	36-58	4	44%
Teaching experience (years)	2-9	5	56%
	10-17	2	22%
	18-30	2	22%

*Note.* The table provides information on teacher participants' age, gender as well as teaching experience in years.

## 4.2. Inductive Thematic Analysis from Teachers' Data

This section presents the results of the thematic analysis that uncovered teachers' perceptions towards the use of peer assessment.

**Table 2.**

*Common themes and codes*

Themes	Codes	Code Description	Significant Examples
Implementation of Peer Assessment	Formative peer feedback	Oral or written feedback without grading	<i>"I give my students the opportunity to comment on the works of their classmates orally".</i>
Advantages of Peer Assessment	Improved critical thinking, functional literacy, independence, and attentiveness	Skills that foster learning process	<i>"Peer assessment improves understanding of the topic".</i>
	Improved communication, collaboration, leadership, and teamwork	Skills that foster personal development	<i>"Peer assessment can be useful for increasing motivation and confidence".</i>
Impact of peer assessment on learning English	Speaking Listening	Skills that are developed the most through PA	<i>"When students provide oral feedback, they are allowed to speak only in English, so that they can practice it".</i>

Peer assessment as part of peer learning	Collaborative learning	Students teach and assess one another	<i>“Advanced learners are encouraged to explain the material to suffering students and then they assess them.”</i>
Limitations of peer assessment	Reliability	Subjectivity of peer grades	<i>“Grades given by students to each other are often higher”.</i>
	Lack of competence	Students lack expertise	<i>“I do not use peer assessment often because our students are not prepared for it”.</i>
Recommendations for teachers	Providing rubrics	Giving assessment criteria	<i>“Before giving peer tasks, I give rubrics with explanations”.</i>
	Frequency of implementation	PA cannot be conducted often	<i>“I think using peer assignments too often will negatively affect my students”.</i>

*Note.* The table demonstrates six themes revealed from the interviews with teacher participants.

#### 4.2.1. Implementation of peer assessment

Although the majority of the respondents claimed that they use peer assessment in their lessons (n=8), some teachers (n=3) reported that this tool is used rarely due to the inappropriate level of English among secondary school students. Teachers employ PA as a formative feedback tool that involves giving oral feedback without grading.

*“I organize peer assessment in oral tasks. Pupils had to do a presentation and 50% of the grade was put by peers and 50% was by me. They had to listen to their peers and while they grade them, they also should have given comments. So saying just “great job, I liked it” does not work and they had to justify their argument”.* (T2)

Respondents also emphasized the importance of teachers’ role in peer assessment. This assessment technique requires thorough planning and organization. Teachers tend to

provide rubrics and explanations before giving students the task to assess their classmates.

During PA activities, teachers reported that their role shifts from a facilitator to a manager. In this stage, teachers do not intervene but provide additional support if necessary.

*“When my students are given the task to conduct a seminar, others evaluate them. Then they put the grades individually and I do not interfere. There are students who put high marks on everyone, but I think this approach enhances responsibility and autonomy”.* (T7)

#### **4.2.2. Advantages of peer assessment**

Teachers recognized the positive impact of PA on students’ academic performance. They reported that students prepare better when being familiarized with the assessment criteria and enhance their learning through explaining content to their peers. Some respondents (n=4) described such significant learning benefits as improving critical thinking, functional literacy, and independence. It was also found that peer assessment can be useful for improving students’ attentiveness when a student presents a task orally and others are required to assess.

*“Peer assessment is effective because one thing is that they learned to listen to each other. While they do projects, they do not really care what others say and it annoys me because you have to listen and respect your peers. In order to do that, I had to do peer assessment so that they listen to each other and they also learn to be objective when they grade”.* (T2)

With regard to soft skills, teachers described the development of communication and collaboration. Learners interact with each other while providing feedback which enhances their social abilities. Another advantage reported by teachers was the improvement of leadership skills and teamwork. Peer assessment can increase students’ motivation to work in groups which is challenging in traditional teacher assessment.

*“When I conduct peer assessment in pairs, students develop communication skills more. Teamwork and leadership skills are improved when peer feedback is used in groups, as more advanced students become leaders in class and guide others.” (T7)*

#### **4.2.3. Impact of peer assessment on learning English**

Teachers admit the positive influence of peer assessment on the improvement of students' level of English. Speaking and listening were identified as the most frequently used skills when implementing peer assessment, since formative feedback is a prevalent form of peer assessment. Therefore, learners improve these skills to a greater extent than others, as they practice them on a regular basis. Moreover, teachers (n=2) mentioned that PA is useful for IELTS preparation, since their students aim to enter foreign universities and can have a partner to speak to.

*“Students significantly improve speaking skills through peer feedback because they are not allowed to provide comments in their native language. I encourage them to express their thoughts in English, so that they can practice it while evaluating their classmates. In such a way, listening skills are developed at the same time”. (T4)*

Some teachers (n=3) said that peer assessment can enhance all four skills. As mentioned above, formative feedback is useful for speaking and listening, whereas summative peer assessment can be helpful for developing reading and writing skills. Students are usually given written tasks and rubrics with which they grade their counterparts.

*“I do not think that we can separate some skills from others. We should teach the language as a whole. This is called a holistic approach. So, peer assessment can actually help to develop all four skills. For example, I give my students a task to write an essay and then they swap their papers and check. This is good for developing reading and writing. And then they tell what their mistakes are which improves speaking and listening”. (T5)*

#### 4.2.4. Peer assessment as part of peer learning

Respondents consider peer assessment to be effective when implemented during peer learning activities. This is a more productive approach according to teachers. Advanced learners can take the role of mentors and support struggling students by explaining the material and providing feedback. Some teachers (n=2) claimed that feedback given by a classmate can be more useful sometimes than the one given by a teacher. Learners tend to view a teacher as an authoritative figure, while peers' feedback is often friendly and relaxed. *“I never use peer assessment on its own, it is integrated into the seminars where my students have to conduct a lesson on their own. After that, they check the understanding of their classmates by asking questions related to a topic. Peer learning enables my students to take responsibility and become more autonomous learners”*. (T1)

#### 4.2.5. Limitations of peer assessment

Respondents clearly explained the disadvantages that can occur during peer grading activities. One of the fundamental drawbacks is attributed to reliability issues. Students tend to overestimate the works of their friends because they feel reluctant to destroy close relationships. This is the main reason why PA is not frequently used by some teachers (n=5). Moreover, respondents admitted that students neglect the grade given by their peers because they question its reliability, whereas a grade given by a teacher is perceived without questioning it.

*“While students try to be objective, they still have biases. They are still kids. So, especially with my eighth graders. They have friend groups and they will always sit together and if one person from group A does not like the person from group B, she will automatically drop the grade. I mean they will just do it for no reason. So, I will just waste my time trying to calm them down”*. (T8)

However, some respondents (n=2) claimed that subjectivity of grades is not a substantial issue. Secondary school students are supposed to be capable of giving objective marks. Moreover, a teacher's decision is determined when giving grades to students.

*“Reliability is not an issue. Even I myself cannot be fully objective at times. We should not view peer assessment as only grading, it is about giving opportunities to students to express their opinion”.* (T7)

Teachers also emphasized the lack of expertise as the main drawback. Learners might require appropriate English level and content knowledge in order to provide proper feedback and judgement. This is especially problematic in secondary education, as school children are not fluent English speakers.

*“The reason why I do not use peer assessment in my lessons is that my students do not have a high level of English and they are not experts in the field of assessment. Teaching them how to evaluate and give constructive feedback would take too much time which could be used for more useful things”.* (T5)

#### **4.2.6. Recommendations for teachers**

Respondents proposed the ways to eliminate potential barriers when implementing peer assessment. It was highly recommended to preplan these activities. Teachers said that prior explanation of the purpose of PA to students and providing evaluation criteria is crucial for an effective learning process. Spontaneous peer activities will cause confusion and will not lead to desired learning outcomes.

*“First of all, as a teacher, you should have rubrics for your students, so that they will know the basis of their grading. Secondly, you should also be really explicit with what you are going to say and what you need from your students. Transparency is important. Students are not teachers and they are not qualified. They don't know how to evaluate professionally, so*

*they may rely on their subjective ideas, so in order to prevent this kind threats, we can give clear instructions". (T4)*

Teachers also suggested using peer assessment as a formative assessment tool. Grades given by students should not be used for summative purposes. The more effective way is to assess the process of peer assessment, rather than product. In situations when PA is used as a summative tool, students might give higher grades based on their personal appeal. To avoid so-called "halo effect", teachers affirmed that they inform their students about rechecking the works after peer grading has been completed.

*"I never put the grades that were given by students to each other. I ask students to write comments on their peers' performance and evaluate the overall quality. I give grades for such activities because in such a way, students can learn to provide constructive feedback and be objective". (T9)*

Teacher respondents believe that peer assessment activities should not be conducted frequently. They can be integrated into interactive activities, games, and warm-up exercises. Organizing peer evaluation more often than it is required can lead to adverse effects. Peer assessment is not a complete substitution to teacher assessment. It is a way to enhance active learning and engage students.

*"Peer assessment can be used twice a term or once a term. That will be enough. If we have it more than that, I think learners are likely to get bored of it or they will not take it seriously". (T5)*

**Table 3.***Demographic data of student participants*

		N	Percentage
Gender	Female	11	69%
	Male	5	31%
Age	14-15	6	37%
	16-17	10	63%
Grade	10th	11	69%
	11th	5	31%

*Note.* The table provides information on student participants' gender, age and grade.

#### **4.3. Inductive Thematic Analysis from Students' Data**

This section presents the results of the thematic analysis that uncovered students' perceptions about the use of peer assessment.

**Table 4.***Common themes and codes*

Themes	Codes	Code Description	Significant Examples
Implementation of Peer Assessment	Formative peer feedback	Oral or written feedback without grading	<i>"The teacher asks to evaluate the work of other students. These were usually conversational lessons. Depending on pronunciation, correctly constructed speech, we evaluate them"</i> .
	Summative peer grading	Assigning grades based on oral or written tasks	<i>"We usually just swap papers, evaluate each other, the teacher dictates the answers, we write them down"</i> .

Advantages of peer assessment	Better understanding of learning material, chance to share one's perspective, development of analytical skills	Skills that foster learning process	<i>"Peer assessment helps to analyze the task, better understand the criteria and content".</i>
	Improved tolerance of criticism, communication and teamwork, chance to develop public speaking skills	Skills that foster personal development	<i>"Well, in general, if you assess a person who you don't know well, you will have a dialogue, you will communicate with them, and there will be a different opinion about this person".</i>
Impact of peer assessment on learning English	Speaking Listening	Skills that are developed the most	<i>"Peer assessment mostly influences speaking and listening because we express our thoughts in English".</i>
Students' feelings	Responsibility to assess fairly	The majority of the students (n=11) reported that they assess objectively	<i>"I never give higher grades than my friends actually deserve. And my friends do not get offended".</i>
	Positive feelings when being assessed by peers	Students feel comfortable when being assessed	<i>"I don't have any negative feelings. I don't cry, I don't get angry, I'm not five years old. But I can rely on his opinion, where I might have mistakes, where I'm right, where I'm doing well, and where I can spend more of my knowledge".</i>

Limitations of peer assessment	Limited knowledge	Insufficient level of English and content knowledge	<i>“I think we don’t practice peer assessment in our school because most of the students don’t speak English well”.</i>
	Interpersonal relationships	Adverse relationships among students hinder PA	<i>“In some groups, students don’t get on well to provide positive feedback”.</i>
	Lack of instruction	Teachers do not provide explanation and rubrics	<i>“Peer assessment activities are conducted spontaneously in most cases”.</i>
	Student’ passiveness	Students’ reluctance to participate in PA	<i>“Some struggling students in my class cannot even do a task, let alone evaluate it”.</i>
Recommendations for teachers	Providing a model and rubrics	Teachers should show an example and provide the assessment criteria	<i>“It would be easier for us if the teacher explained in advance how it should be done in a proper way”.</i>
	Positive environment	Teachers should enforce positive atmosphere	<i>“I would like to use peer activities in more creative tasks, rather than checking tests”.</i>

Teachers' control	Teachers should recheck the works	<i>“Sometimes my peers give higher grades to everyone, so the teacher should decide herself”.</i>
-------------------	-----------------------------------	---

---

*Note.* The table illustrates six themes from the interview with student participants.

#### **4.3.1. Implementation of peer assessment**

The majority of the respondents (n=14) claimed that peer assessment is actually used in their EFL lessons. Students reported that this method of assessment is mostly used in its summative form, when peers exchange their papers and grade each other. They also highlighted the spontaneous nature of peer activities describing a lack of rubrics and prior preparation by teachers. In some cases, peer assessment was used as a formative tool for providing peer feedback which was a part of peer teaching. The respondents (n=2) who claimed that PA has never been used in their EFL lessons reported that they would like to be involved in such activities.

*“My teachers never used peer assessment. I want this type of assessment to be used in our lessons because it is a great way to see the works of others. It would make me feel like a teacher, and it also tests one's fairness”.* (S4)

#### **4.3.2. Advantages of peer assessment**

A significant number of the respondents (n=15) perceive peer assessment positively and described academic and personal benefits. Students highlighted expanding their horizons and a chance to share their perspectives among the most prominent advantages. Students indicated that PA activities are helpful for better understanding of learning material and improving analytical skills. Some students (n=3) mentioned that peer assessment is a great way to do something different in class, apart from traditional exercises. Overall, the majority of the respondents consider peer assessment as a tool for acquiring other people's perspective on their work and potential chance for its improvement.

*“I like peer assessment because it gives the opportunity to receive feedback and improve your work. I think sometimes it is more useful than a teacher's assessment because my classmates give me wider explanations of my mistakes, whereas a teacher does not provide feedback for each student”.* (S1)

With regard to personal advantages, students reported that peer evaluation activities help learn to accept criticism, which can be a useful skill later in life. Moreover, enhanced teamwork and communication were identified as significant skills that can be developed through peer activities. Students described the situations when a teacher organizes peer assessment among students who do not know each other well; therefore, it provides an opportunity to work with different people in class. Public speaking skills can be improved through peer evaluation activities when students are required to share their ideas with the whole class which can be particularly beneficial for shy students.

*“It's a new experience, an opportunity to learn how to evaluate someone's work, and an opportunity to accept other people's criticism. In no case is this about any insults, specifically criticism. And after your assessment, you can hear the teacher's opinion and draw conclusions, understand if you said everything correctly or if there were some nuances somewhere”.* (S4)

#### **4.3.3. Impact of peer assessment on learning English**

Students confirm the positive impact that peer assessment has on their language abilities. They reported that speaking and listening skills can be developed to a greater extent than others while employing peer activities.

*“When we are required to provide feedback to our partner, we cannot use our mother tongue. So, I think this is how speaking and listening skills are being developed. However, reading and writing skills can be improved as well. It all depends on the type of a task. If we are*

*assigned to write an essay and exchange papers, writing and reading skills are also improved". (S14)*

Moreover, some students are preparing for the IELTS exam and they consider peer assessment to be a useful technique for this purpose.

*"As most of my classmates are going to take IELTS, peer assessment activities are helpful for improving pronunciation, listening, and even reading to some extent because a teacher cannot have enough time to assess each student". (S5)*

#### **4.3.4. Students' feelings**

Students consider peer assessment as a psychologically appealing tool. They described positive feelings when evaluating their fellow students. Although some respondents (n=5) tend to give higher marks to their friends, most students revealed that their assessment is fair and objective.

*"If I get offended by the mark given by my classmate, it will be very silly because a person who does not make mistakes does not make progress. In a similar way, I always try to give an objective grade to my peers. If you don't give an objective view of how you think it is when you are given the task to give feedback to a friend, you simply haven't done any work, you even harmed your classmate. Because he/she will think that everything is correct". (S7)*

Some respondents (n=5) usually take into consideration the feelings of their classmates, overestimating their works and giving higher grades. However, students do not give many extra points to poor works, they add points if they assume that the overall quality of the assignment is satisfactory. This tendency was described by them as inevitable and they admitted that a teacher cannot do anything about it.

*"Sometimes I give higher marks than my peers actually deserve. When we are asked to check essays, for example. So, I read it, I'm like, well, so many mistakes. But then somehow, well,*

*okay, I'm not a teacher, why do I care, the main thing is that the essay is good, it's well written, and you do it based on content, not grammar". (S11)*

Furthermore, the majority of the respondents (n=14) reported that they feel quite comfortable when being evaluated by peers.

*"I think it all depends on the psychology of each person, but I don't feel any discomfort or anything like that. If the teacher asks for my opinion, then they'll just give it to me, and that's it. It's okay if, for example, people disagree, and what may seem normal to me may seem less normal to another person. This is fine, and there's nothing wrong with that. I'm just interested in finding out what other people think". (S7)*

#### **4.3.5. Limitations of peer assessment**

Students recognize some drawbacks that they experience when peer assessment is implemented. A substantial number of secondary school students have a low level of English which makes it difficult for them to spot peers' mistakes. In addition, those students struggle to provide oral feedback in English, limiting a chance to practice their speaking skills. Not only the linguistic barriers prevent the effective use of PA, but also students' content knowledge. Some students have difficulties understanding a topic; therefore, they are unable to check other students' works.

*"This assessment method rarely happens in our school, because the level of English proficiency in most classes is not high enough for us to write dictation or something like that in English. If it's an essay, then in most cases it's the Internet or translators. And specifically, my friends, most of them don't really know English, they use translators". (S16)*

Another limitation described by students was the issue of interpersonal relationships. It was found that peer assessment activities require a friendly environment and positive relationships among students. Otherwise, the tension between group members will impede

positive outcomes of the technique. Moreover, negative feedback or critique given by learners to each other can worsen their relationships.

*“The difficulty of peer assessment arises when you may not like a person who you are grading, or you had an incident with them, or, well, there is such tension that interferes with work”.* (S2)

Another significant limitation of peer assessment described by the respondents was a lack of proper instruction. Students highlighted the need to obtain preparation and rubrics, which will help assess their peers more effectively. PA activities are mostly implemented spontaneously in schools, without planning and explaining the aim of such activities.

*“In particular, there are no cases when the teacher prepares us to assess or provide feedback. Peer assignments are usually given without any explanation and assessment criteria, and we're dealing with it on our own”.* (S6)

One of the factors that inhibits productive use of peer assessment techniques is students' reluctance to participate. Some respondents (n=2) showed unwillingness to be involved in peer activities due to a lack of interest. Furthermore, it was found that struggling students tend to be demotivated to be engaged in peer assessment activities.

*“Some students don't want to participate in peer assessment activities, especially weak students. It is more difficult to organize it with this category of students. Well, now the struggling students, they don't care a bit, well, in such classes. And I don't think they would even do the assignments”.* (S15)

#### **4.3.6. Recommendations for teachers**

Students provided recommendations on improving peer assessment activities. The fundamental suggestion for effective implementation of peer practices was to show a model prior to conducting the activities. A teacher should demonstrate how PA should be carried out

in a proper way. In addition, rubrics were described as a necessary instrument which would increase reliability and objectivity of grades.

*“It seems to me that the criteria are like a kind of cheat sheet that helps us to give an accurate version, but even without it, you approximately understand the deserved grade, it's still just criteria for those who are not teachers, in most cases it's a good help”.* (S13)

Another recommendation for teachers was to enhance a positive environment when employing peer evaluation. Students realize that without a supportive and comfortable atmosphere in class, peer activities will not lead to desired outcomes. This can be done by assigning more creative tasks for peer assessment.

*“First of all, the initiative should come from teachers. They should create some kind of positive mood, I think there should not be any negativity between people who evaluate each other. Respect must be maintained for each other, and not only for the teacher, but also between the students. If the teacher supports this positive environment, it seems to me that there will be no problems in mutual self-assessment”.* (S9)

Moreover, students advise using PA in oral form rather than written one, highlighting the need to improve their speaking skills. According to the respondents, teachers should always reconsider the grades given by students to each other in order to reduce unfair grading.

*“If I prepared very well for the presentation, and I would receive low marks from peers then I would also ask a teacher to grade me, since he is also present. I would say, if that's how you rate it, if it really turned out very badly, then I agree with the opinion of my classmates. Well, if it turned out well, in your opinion, then it seems to me that this is just the dislike of me on the part of some classmates. So I would just ask the teacher to rate it”.* (S2)

## CHAPTER 5

### Discussion

The purpose of the current research was to describe the perceptions of secondary school teachers and students regarding the use of peer assessment in EFL classes. The findings shed light on teachers' experiences, students' attitudes, and disadvantages faced by both.

Regarding the demographic data of teacher participants, it is evident that the sample comprises only female teachers. This gender representation aligns with the findings of previous researchers that emphasized the prevalence of females in the pedagogical field (Muralidharan & Sheth, 2016).

The findings show teachers' methods of implementing peer assessment, its influence on learning English, its advantages and limitations. They also described recommendations for minimizing the limitations of peer assessment. This section will demonstrate the connection of findings with previous studies.

Interviews revealed teachers' positive perception of peer assessment activities. The majority of the respondents use this technique in their lessons. The finding is consistent with previous research, which claims that although teachers do not use peer assessment frequently, they have positive views about its implementation (Wulandari et al., 2021).

The findings also show that peer assessment is mostly integrated in a form of formative feedback when students are encouraged to provide constructive criticism. In contrast, allowing learners to assign grades limits the potential learning value and can lead to violation of academic integrity. The similar findings were described by Willey et al. (2006) who considered formative peer feedback to be of utmost importance for stimulating student participation in class.

In terms of the benefits of peer assessment, the findings demonstrated the development of academic and soft skills. Teachers reported such significant advantages as: development of critical thinking, better understanding of assessment criteria, enhanced attentiveness, and learning through explaining. Moreover, teachers consider speaking and listening skills to be most improved through peer feedback practices. This is in line with the findings revealed by Huang and Cheng (2022) who described the positive impact of peer feedback on the development of speaking skills.

Findings illustrate the limitations of peer assessment in EFL classes. According to teachers, the most crucial concern is reliability of points given by students to each other. In order to minimize this drawback, teachers recommended not using peer assessment for summative purposes, but rather using it as a supportive tool. The same finding was described by Chin (2007) who reports that in order to increase the reliability of peer assessment, instructors should evaluate the process of interaction rather than grading.

Another limitation mentioned by teacher respondents was the lack of competence among secondary school students. Teachers often overlook this assessment method due to the low level of English and incompetence of their students. Respondents suggested providing explicit rubrics and carefully planning peer activities. The same view is shared by Wanner and Palmer (2018) who found that peer assessment requires thorough planning and design in order to be effective.

Interviews with students demonstrate the positive attitude towards the use of peer assessment activities. The majority of the respondents reported that their teachers regularly employ this tool. The finding is similar to previous research that revealed positive perceptions among learners of peer assessment tasks (Sridharan et al., 2018; Gudiño et al., 2024)

Students also emphasized that PA is sometimes implemented as a summative tool in their lessons when teachers require them to exchange the works and assign grades. This

finding does not align with the responses of teachers, who claimed that they organize peer activities only as a formative assessment technique. This inconsistency might be due to the social desirability bias that occurs when individuals try to present themselves in a more positive way that they actually are (Piedmont, 2024).

Regarding the advantages of peer assessment, learners highlighted that this type of assessment contributes to the learning and personal development. Better comprehension of the learning material, a chance to share their perspectives, improvement of analytical skills were described as the learning benefits of PA. Personal benefits include tolerance towards criticism, improved communication and teamwork. These findings come in line with the findings of Chorrojprasert (2021) who stated that peer assessment significantly contributes to learners' personal development. Moreover, students identified speaking and listening as the most potentially developed skills when participating in peer assessment activities. This finding is similar to the conclusion by Huang and Cheng (2022) who stated that peer assessment impacts speaking skills the most.

Respondents also described peer assessment as a psychologically comfortable technique because they do not feel any pressure while assessing and being assessed by other students. This finding does not align with the findings of previous researchers who claimed that some students feel insecure to assess and be assessed by peers (Tornwall, 2018; Totsaert et al., 2018).

Regarding reliability issues, students reported that they tend to assess their peers objectively and they expect the similar tendency from their classmates. This finding contradicts the results of previous studies by Hamer et al. (2015) and Kulkarni et al. (2015) and might be explained by the mature age of the respondents.

Students recognize some weaknesses of peer assessment and identify a lack of expertise as the most significant limitation. Some learners admit having a low level of

English as well as content knowledge which hinders their ability to assess. The similar drawback was described by Panadero and Brown (2021) who confirmed that this limitation can lead to the assessment that is highly unreliable and biased.

Respondents described adverse interpersonal relationships as a limitation of using peer assessment practices. The similar finding was reached by Lladó et al. (2014) who found that university students often expose distrust and question their peers' abilities to assess.

Another substantial drawback of using peer assessment was found to be a lack of prior instruction and rubrics. Students claimed that they do not normally receive instructions on how to implement peer exercises. The same limitation was defined by Berg and Seeber (2016) who also emphasized that PA requires much effort and preparation from instructors.

Additionally, students identified a lack of motivation as an inhibiting factor when conducting PA activities. Student passiveness was also reported by Tai et al. (2017) who found that some students are reluctant to change the status quo.

Respondents provided recommendations for teachers on how to improve peer assessment activities. Students suggested demonstrating a model and rubrics prior to organizing these activities. This finding is consistent with the study by Nawas (2020) who emphasized the importance of teachers' assistance at all stages of peer assessment activities in order to minimize potential bias.

Another recommendation by students was to create a positive environment where every individual can feel supported and comfortable. The same suggestion was made by Er et al. (2021) who proposed to support learners at the initial stage of the activities especially if there is a conflict or misunderstandings.

Learners also suggested using peer assessment as a formative feedback tool as it encourages communication and enhances the learning process. In situations when peer evaluation is employed as a summative tool, students recommended moderating the marks

given by learners in order to increase their reliability. These findings are consistent with the study by Sridharan et al. (2018) since they reached similar responses from undergraduate students.

### **Conclusion**

The study extensively describes the use of peer assessment in secondary education by considering a number of factors, including teachers' and students' perceptions, their experiences, and limitations that hinder such processes. By discovering the topic from both sides, the findings add to the existing literature on collaborative tools of assessment.

The interview findings show that both teachers and students have positive perceptions towards the implementation of peer assessment technique. Teachers consider formative peer feedback as a more effective technique compared to summative peer grading, while students reported that both forms are used in their EFL lessons. Additionally, teacher respondents described the development of academic and personal skills through peer activities. Teachers mentioned such benefits as: the development of critical thinking, enhanced attentiveness, better comprehension of assessment criteria, functional literacy, and autonomous learning. Among soft skills described by teachers were enhanced communication, motivation, and teamwork. Additionally, speaking and listening skills were found to be more developed through peer exercises which defines the need to create peer activities that focus also on reading and writing.

Moreover, it was revealed that some teachers incorporate peer assessment into peer learning which can lead to more effective results. Among the most reported limitations reported by teachers, reliability and lack of expertise were the most significant. Teachers do not recommend using peer assessment too often, as students might easily lose their interest. Teachers also recommended providing clear explanations and assessment criteria to reduce these drawbacks.

Findings from the interviews with students show that academic skills that can be developed through PA are: better understanding of learning material, chance to share their perspective, and development of analytical skills. They also admitted that peer assessment can enhance such personal skills as: improved tolerance of criticism, communication and teamwork, and a chance to develop public speaking skills. Furthermore, learners identified that speaking and listening can be developed through peer activities to the great extent.

It was found that the majority of the student respondents feel responsible to assess their peers objectively.

Moreover, the respondents feel comfortable when assessing and being assessed by their counterparts. Students also described challenges of peer assessment which include limited knowledge to assess their peers, adverse interpersonal relationships, lack of instruction, and student passiveness.

Students recommended demonstrating a model before conducting PA activities and providing rubrics to increase reliability of grades. They also emphasized the need to create a positive environment to increase the effectiveness of peer activities. In addition, students suggested maintaining control throughout the use of peer grading, as teachers should recheck the assignments that were assessed by students.

It is important to recognize the limitations of the current research, which include a small sample size and subjectivity in data interpretation. Future researchers should employ mixed-method design to increase validity of results and recruit a bigger sample in order to increase generalizability of findings.

The study can have theoretical implications for teachers who intend to conduct collaborative methods of assessment in their lessons. It can also be beneficial for students to be aware of the potential drawbacks of peer assessment and get prepared for its implementation. The research also has practical implications, since policy makers might

include peer assessment activities to secondary educations' curriculum which will add diversity and collaboration to the programs.

## References

- Abtahi, Y., Graven, M., & Lerman, S. (2017). Conceptualising the more knowledgeable other within a multi-directional ZPD. *Educational Studies in Mathematics*, 96, 275-287.  
<https://doi.org/10.1007/s10649-017-9768-1>
- Adachi, C., Tai, J. H. M., & Dawson, P. (2018). Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. *Assessment & Evaluation in Higher Education*, 43(2), 294-306. <https://doi.org/10.1080/02602938.2017.1339775>
- Al'adawi, S., Al Siyabi, M., & Al Shukaili, D. (2024). Unlocking the Potential: How Can Peer Assessment Foster Reliability in HE Students' Evaluation?. *The International Journal of Assessment and Evaluation*, 32(1), 10.18848/2327-7920/CGP/v32i01/1-24
- Alt, D., & Raichel, N. (2022). Problem-based learning, self-and peer assessment in higher education: towards advancing lifelong learning skills. *Research Papers in Education*, 37(3), 370-394.  
<https://doi.org/10.1080/02671522.2020.1849371>
- Alqassab, M., Strijbos, J. W., Panadero, E., Ruiz, J. F., Warrens, M., & To, J. (2023). A systematic review of peer assessment design elements. *Educational Psychology Review*, 35(1), 18.  
<https://doi.org/10.1007/s10648-023-09723-7>
- Anggraini, L. P., Huda, T., & Oktarini, W. (2023). The Effect of the Peer Feedback Technique on Students' Writing Ability in Recount Text. *Journal of English Language and Education*, 8(2), 16-24. <https://doi.org/10.31004/jele.v8i2.412>
- Arnold, S. L. (2021). Replacing "The Holy Grail": Use peer assessment instead of class participation grades!. *The International Journal of Management Education*, 19(3), 100546.  
<https://doi.org/10.1016/j.ijme.2021.100546>
- Ashenafi, M. M. (2017). Peer-assessment in higher education—twenty-first century practices, challenges and the way forward. *Assessment & Evaluation in Higher Education*, 42(2), 226-251. <https://doi.org/10.1080/02602938.2015.1100711>

- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70. 10.9790/7388-05616670
- Berg, M., & B. Seeber. (2016). *Slow Professor: Challenging the Culture of Speed in the Academy*. University of Toronto Press.
- Boud, D., & R. Soler. (2016). Sustainable Assessment Revisited. *Assessment & Evaluation in Higher Education* 41(3), 400–413. <https://doi.org/10.1080/02602938.2015.1018133>
- Carless, D. (2016). Feedback as dialogue. *Encyclopedia of educational philosophy and theory*, 1-6. 10.1007/978-981-287-532
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Carnell, B. (2016). Aiming for Autonomy: Formative Peer Assessment in a Final-year Undergraduate Course. *Assessment & Evaluation in Higher Education* 41(8), 1269–1283. <https://doi.org/10.1080/02602938.2015.1077196>
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds?. *Currents in pharmacy teaching and learning*, 10(6), 807-815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Chin, P. (2007). Peer assessment. *New Directions in the Teaching of Natural Sciences*, (3), 13-18. <https://doi.org/10.29311/ndtps.v0i3.410>
- Cho, Y. H., & Cho, K. (2010). Peer reviewers learn from giving comments. *Instructional Science*, 39(5), 629–643. 10.1007/s11251-010-9146-1
- Chorrojprasert, L. (2021). Learners' Perceptions on Peer Assessment in Team-Based Learning Classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 522-545.

- Clarke, V., & Braun, V. (2017). Thematic analysis. *The journal of positive psychology, 12*(3), 297-298. <https://doi.org/10.1080/17439760.2016.1262613>
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counseling psychologist, 35*(2), 236-264. <https://doi.org/10.1177/0011000006287390>
- Cresswell, J. (2013). Qualitative inquiry & research design: Choosing among five approaches.
- Dahal, N. D., Luitel, B. C., Pant, B. P., & Rajbanshi, R. (2022). Enhancing student-teachers assessment skills: A self-and peer-assessment tool in higher education. *International Journal of Education and Practice, 10*(4), 313-321. [10.18488/61.v10i4.3173](https://doi.org/10.18488/61.v10i4.3173)
- Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review, 32*(2), 481-509. <https://doi.org/10.1007/s10648-019-09510-3>
- Er, E., Dimitriadis, Y., & Gašević, D. (2021). A collaborative learning approach to dialogic peer feedback: a theoretical framework. *Assessment & Evaluation in Higher Education, 46*(4), 586-600. <https://doi.org/10.1080/02602938.2020.1786497>
- Gonzalez de Sande, J. C., & Godino Llorente, J. I. (2014). Peer Assessment and Self-assessment: Effective Learning Tools in Higher Education. *International Journal of Engineering Education, 30*(3), 711-721. <https://oa.upm.es/35804/>
- Gudiño, D., Fernández-Sánchez, M. J., Becerra-Traver, M. T., & Sánchez-Herrera, S. (2024). University students' perceptions of peer assessment in oral presentations. *Education Sciences, 14*(3), 221. <https://doi.org/10.3390/educsci14030221>
- Gurbanov, E. (2016). The challenge of grading in self and peer-assessment (undergraduate students' and university teachers' perspectives). *Journal of Education in Black Sea Region, 1*(2). <https://doi.org/10.31578/jeps.v1i2.21>

- Hadwin, A., Järvelä, S., & Miller, M. (2017). Self-regulation, co-regulation, and shared regulation in collaborative learning environments. In *Handbook of self-regulation of learning and performance* (pp. 83-106). Routledge.
- Hamer, J., H. Purchase, A. Luxton-Reilly, & P. Denny. (2015). A Comparison of Peer and Tutor Feedback. *Assessment & Evaluation in Higher Education* 40(1), 151–164.  
<https://doi.org/10.1080/02602938.2014.893418>
- Hayden, C. L., Carrico, C., Ginn, C. C., Felber, A., & Smith, S. (2021). Social constructivism in learning: Peer teaching & learning.
- Havard, B., Podsiad, M., & Valaitis, K. (2023). Peer assessment collaboration evaluation: An innovative assessment tool for online learning environments. *TechTrends*, 67(2), 331-341.  
<https://doi.org/10.1007/s11528-022-00832-8>
- Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social science & medicine*, 292, 114523.  
<https://doi.org/10.1016/j.socscimed.2021.114523>
- Huang, Y. M., & Wu, T. T. (2011). A systematic approach for learner group composition utilizing U-learning portfolio. *Educational Technology & Society*, 14(3), 102–117.
- Huang, J., & Cheng, S. (2022). The reliability, effectiveness, and benefits of peer assessment in college EFL speaking classrooms: Student and teacher perspectives. *Studies in Educational Evaluation*, 72, 101120. <https://doi.org/10.1016/j.stueduc.2021.101120>
- Jonsson, A. 2013. “Facilitating Productive Use of Feedback in Higher Education.” *Active Learning in Higher Education* 14 (1): 63–76. 10.1177/1469787412467125.
- Karami, A., & Rezaei, A. (2015). An overview of peer-assessment: The benefits and importance. *Journal for the Study of English Linguistics*, 3(1), 93-100.  
10.5296/jsel.v3i1.7889

- Latifi, S., Noroozi, O., Hatami, J., & Biemans, H. J. (2021). How does online peer feedback improve argumentative essay writing and learning?. *Innovations in Education and Teaching International*, 58(2), 195-206. <https://doi.org/10.1080/14703297.2019.1687005>
- Lee, W. W. S., & Yang, M. (2023). Effective collaborative learning from Chinese students' perspective: A qualitative study in a teacher-training course. *Teaching in Higher Education*, 28(2), 221-237. <https://doi.org/10.1080/13562517.2020.1790517>
- Li, L. (2017). The role of anonymity in peer assessment. *Assessment & Evaluation in Higher Education*, 42(4), 645-656. <https://doi.org/10.1080/02602938.2016.1174766>
- Lin, G. Y. (2018). Anonymous versus identified peer assessment via a Facebook-based learning application: Effects on quality of peer feedback, perceived learning, perceived fairness, and attitude toward the system. *Computers & Education*, 116, 81-92. <https://doi.org/10.1016/j.compedu.2017.08.010>
- Lu, J., & Zhang, Z. (2012). Understanding the Effectiveness of Online Peer Assessment: A Path Model. *Journal of Educational Computing Research*, 46(3), 313-333. <https://doi.org/10.2190/EC.46.3.f>
- McGarr, O., & Clifford, A.M. (2013). Just Enough to make you take it Seriously: Exploring Students' Attitudes Towards Peer Assessment. *Higher Education* 65(6), 677-693. <https://doi.org/10.1007/s10734-012-9570-z>
- Muralidharan, K., & Sheth, K. (2016). Bridging education gender gaps in developing countries: The role of female teachers. *Journal of Human Resources*, 51(2), 269-297. <https://doi.org/10.3368/jhr.51.2.0813-5901R1>
- Nawas, A. (2020). Grading anxiety with self and peer-assessment: A mixed method study in an Indonesian EFL context. *Issues in Educational Research*, 30(1), 224-244. <https://search.informit.org/doi/10.3316/ielapa.086196143666885>

- Ocampo, J.C.G., Panadero, E. (2023). Web-Based Peer Assessment Platforms: What Educational Features Influence Learning, Feedback and Social Interaction? In: Noroozi, O., De Wever, B. (eds) *The Power of Peer Learning. Social Interaction in Learning and Development*. Springer, Cham. [https://doi.org/10.1007/978-3-031-29411-2\\_8](https://doi.org/10.1007/978-3-031-29411-2_8)
- Panadero, E. (2016). Is it Safe? Social, Interpersonal, and Human Effects of Peer Assessment: A Review and Future Directions. *Handbook of Human and Social Conditions in Assessment*, 247–266. Routledge.
- Panadero, E., & Alqassab, M. (2019). An Empirical Review of Anonymity Effects in Peer Assessment, Peer Feedback, Peer Review, Peer Evaluation and Peer Grading. *Assessment & Evaluation in Higher Education* 44(8), 1253–1278. 10.1080/02602938.2019.1600186.
- Panadero, E., & Brown, G. T. (2017). Teachers' reasons for using peer assessment: Positive experience predicts use. *European journal of psychology of education*, 32, 133-156. 10.1007/s10212-015-0282-5
- Panadero, E., A. Jonsson, & J. Botella. (2017). Effects of Self-Assessment on Self-Regulated Learning and Self- Efficacy: Four Meta-Analyses. *Educational Research Review* 22(1), 74–98. 10.1016/j.edurev.2017.08.004.
- Peterson, C. H., & Peterson, N. A. (2011). Impact of peer evaluation confidentiality on student marks. *International Journal for the Scholarship of Teaching and Learning*, 5(2). <https://doi.org/10.20429/ijsotl.2011.050213>
- Piedmont, R. L. (2024). Social desirability bias. In *Encyclopedia of quality of life and well-being research* (pp. 6526-6526). Cham: Springer International Publishing.
- Planas Lladó, A., Soley, L. F., Fraguell Sansbelló, R. M., Pujolras, G. A., Planella, J. P., Roura-Pascual, N., ... & Moreno, L. M. (2014). Student perceptions of peer assessment: An interdisciplinary study. *Assessment & Evaluation in Higher Education*, 39(5), 592-610. <https://doi.org/10.1080/02602938.2013.860077>

- Raes, A., Vanderhoven, E., & Schellens, T. (2015). Increasing anonymity in peer assessment by using classroom response technology within face-to-face higher education. *Studies in Higher Education, 40*(1), 178-193. <https://doi.org/10.1080/03075079.2013.823930>
- Reinholz, D. (2016). The assessment cycle: A model for learning through peer assessment. *Assessment & Evaluation in Higher Education, 41*(2), 301-315. <https://doi.org/10.1080/02602938.2015.1008982>
- Roberts, T. S. (2006) *Self, peer, and group assessment in e-learning*. Hershey, PA, Information Science Pub.
- Rotsaert, T., Panadero, E., & Schellens, T. (2018). Anonymity as an instructional scaffold in peer assessment: Its effects on peer feedback quality and evolution in students' perceptions about peer assessment skills. *European Journal of Psychology of Education, 33*, 75–99. [10.1007/s10212-017-0339-8](https://doi.org/10.1007/s10212-017-0339-8).
- Ruslin, R., Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME), 12*(1), 22-29. [10.9790/7388-1201052229](https://doi.org/10.9790/7388-1201052229)
- Ryan, L., Mulholland, J., & Agoston, A. (2014). Talking ties: Reflecting on network visualisation and qualitative interviewing. *Sociological Research Online, 19*(2), 1-12. <https://doi.org/10.5153/sro.3404>
- Sridharan, B., Muttakin, M. B., & Mihret, D. G. (2018). Students' perceptions of peer assessment effectiveness: an explorative study. *Accounting Education, 27*(3), 259-285. <https://doi.org/10.1080/09639284.2018.1476894>
- Sridharan, B., Tai, J., & Boud, D. (2019). Does the use of summative peer assessment in collaborative group work inhibit good judgement?. *Higher Education, 77*, 853-870. <https://doi.org/10.1007/s10734-018-0305-7>

- Stančić, M. (2021). Peer assessment as a learning and self-assessment tool: a look inside the black box. *Assessment & Evaluation in Higher Education*, 46(6), 852-864.  
<https://doi.org/10.1080/02602938.2020.1828267>
- Spiller, D. (2012). Assessment matters: Self-assessment and peer assessment. *The University of Waikato*, 13, 2-18.
- Surahman, E., Wedi, A., Soepriyanto, Y., & Setyosari, P. (2018). Design of peer collaborative authentic assessment model based on group project based learning to train higher order thinking skills of students. In *International Conference on Education and Technology*, 75-78. Atlantis Press.
- Tai, J. H., Canny, B. J., Haines, T. P., & Molloy, E. K. (2017). Identifying opportunities for peer learning: an observational study of medical students on clinical placements. *Teaching and learning in medicine*, 29(1), 13-24. <https://doi.org/10.1080/10401334.2016.1165101>
- Topping, K. J. (2019). *Using peer assessment to inspire reflection and learning*. Routledge.
- Topping, K. (2018). *Using peer assessment to inspire reflection and learning*. Routledge.
- Tornwall, J. (2018). Peer assessment practices in nurse education: An integrative review. *Nurse education today*, 71, 266-275. <https://doi.org/10.1016/j.nedt.2018.09.017>
- Trinidad, J. (2020). Understanding student-centred learning in higher education: students' and teachers' perceptions, challenges, and cognitive gaps. *Journal of Further and Higher Education*, 44(8), 1013-1023. [10.1080/0309877X.2019.1636214](https://doi.org/10.1080/0309877X.2019.1636214)
- Tsivitanidou, O.E., Zacharia, Z.C. & Hovardas, T. (2010). Investigating secondary school students' unmediated peer assessment skills. *Learning and Instruction, Advance online publication*. 10.1016/j.learninstruc.2010.08.002.
- Tucker, R., & Abbasi, N. (2015). The Architecture of Teamwork: Examining Relationships Between Teaching, Assessment, Student Learning and Satisfaction with Creative Design Outcomes.

*Architectural Engineering and Design Management* 11(6), 405–422.

<https://doi.org/10.1080/17452007.2014.927750>

Van Zundert, M., Sluijsmans, D., & Van Merriënboer, J. (2010). Effective peer assessment processes: Research findings and future directions. *Learning and instruction*, 20(4), 270-279.

<https://doi.org/10.1016/j.learninstruc.2009.08.004>

Vickerman, P. (2007). Student perspectives on formative peer assessment: an attempt to deepen learning? *Assessment & Evaluation in Higher Education*, 34(2), 221-230.

10.1080/02602938.2019.1600186

Wald, N., & Harland, T. (2022). Reconsidering Vygotsky's 'more capable peer' in terms of both personal and knowledge outcomes. *Teaching in higher education*, 27(3), 417-423.

<https://doi.org/10.1080/13562517.2021.2007474>

Wang, X. M., Yu, X. H., Hwang, G. J., & Hu, Q. N. (2023). An online progressive peer assessment approach to project-based learning: A constructivist perspective. *Educational technology research and development*, 71(5), 2073-2101. <https://doi.org/10.1007/s11423-023-10257-6>

Wanner, T., & Palmer, E. (2018). Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback. *Assessment & Evaluation in Higher Education*, 43(7), 1032-1047.

<https://doi.org/10.1080/02602938.2018.1427698>

Willey, K., & Freeman, M. (2006). Completing the learning cycle: The role of formative feedback when using self and peer assessment to improve teamwork and engagement. In *AAEE-Annual Conference of Australasian Association for Engineering Education*. School of Engineering, Auckland University of Technology, Auckland, New Zealand.

Wise, A. F., & Vytasek, J. (2017). Learning analytics implementation design. *Handbook of learning analytics*, 1, 151-160. 10.18608/hla17.013

- Winstone, N. E., R. A. Nash, M. Parker, & J. Rowntree. (2017). Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes. *Educational Psychologist* 52(1), 17–37.  
<https://doi.org/10.1080/00461520.2016.1207538>
- Wulandari, I., Purwati, O., Setiawan, S., & Anam, S. U. (2021). Indonesian Novice EFL Teachers' Perceptions of the Use of Peer Assessment in Speaking Class. *Journal of English Teaching*, 7(1), 67-79. <http://ejournal.uki.ac.id/index.php/jet>
- Ybyrayeva, K., & Koshkarova, U. (2023). The role of self-assessment and peer assessment in promoting students' engagement and metacognitive skills. *Scientific Collection «InterConf»*, (157), 106-108. <https://archive.interconf.center/index.php/conference-proceeding/article/view/3763>
- Yu, F. Y. (2012). Any effects of different levels of online user identity revelation? *Journal of Educational Technology & Society*, 15(1), 64–77.
- Yurdabakan, İ. (2011). The view of constructivist theory on assessment: Alternative assessment methods in education. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 44(1), 51-78. [https://doi.org/10.1501/Egifak\\_0000001215](https://doi.org/10.1501/Egifak_0000001215)
- Yucel, R., Bird, F. L., Young, J., & Blanksby, B. (2014). The Road to Self-assessment: Exemplar Marking before Peer Review Develops First-year Students' Capacity to Judge the Quality of a Scientific Report. *Assessment & Evaluation in Higher Education* 39(8), 971–986.  
<https://doi.org/10.1080/02602938.2014.880400>
- Zhan, Y., Yan, Z., Wan, Z. H., Wang, X., Zeng, Y., Yang, M., & Yang, L. (2022). Effects of online peer assessment on higher-order thinking: A meta-analysis. *British Journal of Educational Technology*, 54(4), 817-835. <https://doi.org/10.1111/bjet.13310>

Zhou, J., Y. Zheng, and J. H. M. Tai. (2020). Grudges and Gratitude: The Social-Affective Impacts of Peer Assessment. *Assessment & Evaluation in Higher Education* 45(3), 345–358.

10.1080/02602938.2019.1643449.

Zhussipova M. (2024) Classroom Action Research Using Peer Assessment as a Tool to Improve EFL Students' Speaking Skills ISSN: 2186-5892 The Asian Conference on Education 2023:

Official Conference Proceedings (pp. 1609-1617) [https://doi.org/10.22492/issn.2186-](https://doi.org/10.22492/issn.2186-5892.2024.135)

[5892.2024.135](https://doi.org/10.22492/issn.2186-5892.2024.135)

## Appendix A

### Approval of the SDU Research Committee

Dear Amina Aisarova,  
the decision of Research Ethics committee is provided  
below:

#### **DISCUSSION:**

2. The research conducted by Amina Aisarova, a master's student in the Two Foreign Languages program at the Faculty of Education and Humanities, was reviewed. The following points were noted for clarification and improvement:

- no comments were provided;

#### **DECISION:**

2. The research work of Amina Aisarova, «Peer Assessment as a Collaborative Learning Tool in EFL Secondary Classes» was approved by the Research Ethics Committee;

...

Thank you very much for  
your feedback.

Noted with thanks.

← Ответить

→ Переслать



## Appendix B

### Informed Consent Form for Parents



#### Комитет по этике научных исследований Университета SDU

#### **Заявление об информированном согласии для родителей/опекунов несовершеннолетних**

#### **ОСНОВНАЯ ИНФОРМАЦИЯ:**

Вашему ребенку предлагается принять участие в исследовании, посвященном взаимному оцениванию в средней школе. Как и во всех других исследованиях, участие в них является добровольным.

Цель данного исследования: 1) Определить восприятие преподавателями EFL взаимного оценивания в средней школе. 2) Описать восприятие взаимного оценивания в средней школе учениками EFL. Вопросы исследования следующие: Каким образом взаимное оценивание интегрировано в систему среднего образования? С какими проблемами приходится сталкиваться в процессе взаимного оценивания в средней школе?

В исследовании примут участие около 15 учеников. Результаты будут использованы для магистерской диссертации.

- Если вы дадите разрешение на участие вашего ребенка в этом исследовании, он/она будет участвовать в нем в течение 20 минут. Последующая информация собираться не будет.
- Участникам будет предложено участие в интервью. Участие в данном исследовании сопряжено с психологическими рисками, поскольку некоторые участники могут испытывать нежелание делиться личным опытом. Однако исследование не ставит своей целью оказать негативное влияние на участников. Напротив, его цель - выявить мнения и опыт учителей и учеников.

Полученные результаты не повлияют на успеваемость вашего ребенка в школе. Ваш ребенок, возможно, не получит прямой пользы от этого исследования, однако мы надеемся, что его участие в исследовании может способствовать большей осведомленности о взаимном оценивании в средней школе, а также тому, что его опыт может помочь преподавателям улучшить свою деятельность по взаимному оцениванию.

**ПОДРОБНАЯ ИНФОРМАЦИЯ ОБ ИССЛЕДОВАНИИ** (некоторые пункты могут повторяться):

Вашему ребенку предлагается принять участие в исследовании по взаимному оцениванию в средней школе. Это исследование проводится в 3 государственных школах города Алматы. Автор исследования: Амина Айсарова, научный руководитель: Кымбат Смакова, кандидат наук кафедры образования и гуманитарных наук Университета SDU.

Ваш ребенок был выбран в качестве возможного участника, поскольку он/она изучает английский язык в государственной средней школе.

Пожалуйста, прочитайте эту форму согласия и задайте все интересующие вас вопросы, прежде чем дать согласие на участие вашего ребенка в исследовании.

**ПРОЦЕДУРЫ ИССЛЕДОВАНИЯ:**

Если вы дадите разрешение на участие вашего ребенка в этом исследовании, его попросят сделать следующее:

Участникам будет предложено участие в интервью с исследователем. Интервью будет длиться примерно 20 минут.

**КОНФИДЕНЦИАЛЬНОСТЬ:**

Записи этого исследования будут храниться в тайне, и конфиденциальность вашего ребенка будет защищена. В любой отчет, который может быть опубликован исследователем, не будет включена никакая идентифицирующая информация.

Идентифицируемые записи исследования будут храниться в надежном месте, и доступ к ним будет иметь только исследователь. Все данные будут храниться на жестком диске у исследователя. Все записи исследований с идентифицируемой информацией, включая утвержденные IRB документы, записи, стенограммы и формы согласия, будут уничтожены путем уничтожения и/или удаления через 3 года.

### **ДОБРОВОЛЬНЫЙ ХАРАКТЕР ИССЛЕДОВАНИЯ:**

Участие в этом исследовании является добровольным и требует вашего информированного согласия. Ваше решение об участии или неучастии вашего ребенка не повлияет на ваши нынешние или будущие отношения с университетом SDU или школой. Если вы решите, что ваш ребенок будет участвовать в исследовании, он может пропустить любой вопрос. Он также может отказаться от участия в исследовании в любое время без каких-либо последствий.

### **КОНТАКТЫ И ВОПРОСЫ:**

Исследователь, проводящий данное исследование: Амина Айсарова. Если у вас есть вопросы, вы можете связаться с исследователем по адресу: улица Довженко, дом 34, +77479955676, [231302004@sdu.edu.kz](mailto:231302004@sdu.edu.kz). Научный руководитель: Кымбат Смакова, кандидат наук, +77077338521, [kymbat.smakova@sdu.edu.kz](mailto:kymbat.smakova@sdu.edu.kz).

Комитет по этике институциональных исследований (IREC) Университета SDU рассмотрел данный проект. Если у вас возникли какие-либо сомнения относительно данного исследования и/или вы считаете, что ваши права как участника (или права другого участника) были нарушены или причинили вам неоправданные страдания (физические или эмоциональные), пожалуйста, свяжитесь с администратором IREC по адресу: город Каскелен, ул. Абылай хана.

**ЗАЯВЛЕНИЕ О СОГЛАСИИ:**

Мне 18 лет или больше. Я прочитал и понял вышеизложенную информацию. Я даю согласие на участие моего ребенка в исследовании.

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

## Appendix C

### Informed Consent Form for teachers



### SDU University Research Ethics Committee

#### Informed Consent Form

You are invited to participate in a research study entitled:

“Peer Assessment as a Collaborative Learning Tool in EFL Secondary Classes”.

#### **Research Purpose and Procedures.**

The purpose of this study is 1) To determine EFL teachers’ perceptions of peer assessment in secondary education. 2) To describe EFL students’ perceptions of peer assessment in secondary education.

#### **Possible risks**

There are psychological risks of participation in this study because some of you may feel reluctant to share personal experience. However, the research is not aimed at affecting participants negatively. Instead, its goal is to detect opinions and experiences of teachers and students. The findings will not affect your job.

#### **Possible advantages of participation**

Your participation will contribute to a greater awareness of peer assessment, as well as the fact that your experience may help instructors improve their peer assessment activities.

**Confidentiality & Privacy.** Within reason, any personal information obtained as a result of participation will be kept confidential to the greatest extent possible. However, total confidentiality cannot be assured.

**Contact information:** [231302004@sdu.edu.kz](mailto:231302004@sdu.edu.kz), +77479955676

**Voluntary Nature of the Study.** It is strictly voluntary as to whether to participate in this study or not. You have a right to withdraw your agreement to participate at any time.

**Estimated duration of the research:** two months

### **Statement of Consent**

I, \_\_\_\_\_, agree to participate in this study

voluntarily. I have been made aware of the research purpose and objectives and clearly understand what is expected from me.

I know that it is voluntary to participate in this study and I have complete freedom to withdraw my consent at any time without providing any reasons and in this case there will be no negative consequences to me.

I understand that any personal information obtained in this study will be kept confidential.

Signature: \_\_\_\_\_ Date: \_\_

Researcher: Amina Aisarova

Signature: \_\_\_\_\_ Date: \_\_

## Appendix D

### Interview Questions for Teachers

Thank you for your interest in this research study that explores your perspectives on peer assessment. As a reminder, these conversations are confidential. We will only be saving the audio recording of this discussion. We encourage you to be sincere - your identity will only be known to the researcher. This interview should last about 30 minutes, and I will be asking you questions about how you tend to organize peer assessment activities (if ever), challenges you may face, and how you think it can be improved. As we go along, please let me know if any questions require clarification. Do you have any questions before we begin?

Peer assessment (PA) is a process in which students provide feedback or evaluate the work of other students. The purpose of this assessment is to help classmates improve their learning.

#### *Demographic questions*

Name, Surname:

Age:

School:

Teaching experience:

1 Do you use PA in your lessons?

If yes, describe your experience

If no, explain why you do not use PA

2 Can you describe your behavior during PA? How you start this activity and what you do in the end?

3 How often do you think PA can be used in EFL lessons?

4 In which form (formative, summative) is PA used in your lessons?

5 What advantages of PA activities can you name (if any)?

6 How do you think your students feel when being assessed by their fellow student?

7 How do you think your students feel when assessing other students?

8 Have you experienced any challenges when implementing PA activities?

If yes, can you please describe them

9 How these challenges can be minimized?

10 Do you think PA affects students' performance? If yes, in what ways?

11 Do you usually put grades assigned by students?

12 Can you consider PA to be an objective tool for assigning grades?

13 What language skills (reading, writing, speaking, listening) can be improved through PA the most?

14 What conditions can be created by the teacher to make the best of this method?

15 What recommendations can you give for other teachers to improve PA activities?

*Closing*

Do you have any other thoughts on the topic peer assessment that you have not yet had a chance to express?

## Appendix E

### Interview Questions for Students

Благодарим вас за проявленный интерес к этому исследованию, в котором рассматриваются ваши взгляды на взаимное оценивание. Напоминаем, что ваши ответы являются конфиденциальными. Мы сохраним только аудиозапись этого интервью. Мы призываем вас быть искренними - ваша личность будет известна только исследователю. Это интервью продлится около 20 минут, и я буду задавать вам вопросы о том, как вы обычно приходите задания взаимного оценивания (если происходят), с какими трудностями вы можете столкнуться и как, по вашему мнению, это можно улучшить. По ходу работы, пожалуйста, дайте мне знать, если какие-либо вопросы потребуют разъяснений. У вас есть какие-нибудь вопросы, прежде чем мы начнем?

Взаимное оценивание (ВО) - это процесс, в ходе которого учащиеся предоставляют обратную связь или оценивают работу других учащихся. Цель этого оценивания - помочь одноклассникам улучшить свои знания.

*Демографические данные:*

Имя, Фамилия:

Возраст:

Класс:

- 1 Используется ли взаимное оценивание на уроках английского у вас в школе?
- 2 Если да, то как часто? Если нет, то хотел(а) бы ты участвовать в таком методе оценивания?
- 3 Считаешь ли ты важным давать ученикам возможность оценивать друг друга?
- 4 Какую форму взаимного оценивания ты предпочитаешь больше всего?
- 5 Если ты имел(а) опыт оценивания работы своего одноклассника, какие чувства ты испытывал(а)?
- 6 Если твою работу когда-либо оценивал одноклассник, какие чувства ты испытывал(а)?
- 7 Считаешь ли ты оценку, поставленную тебе одноклассником заслуженной?
- 8 Если когда-нибудь твой одноклассник давал тебе устные рекомендации по улучшению твоей работы, прислушивался ли ты к его советам?
- 9 Какие плюсы взаимного оценивания ты можешь перечислить?
- 10 С какими минусами взаимного оценивания ты столкнулся (мог бы столкнуться)?
- 11 Каким образом можно избежать проблем, возникших при ВО?
- 12 Может ли опыт взаимного оценивания пригодиться тебе в будущем?

Если да, то каким образом? Если нет, то почему?

13 Какие условия должен создать учитель, чтобы сделать процесс взаимного оценивания более эффективным?

14 Какие навыки при изучении английского языка могут быть развиты больше всего с помощью взаимного оценивания?

15 Может ли ВО быть таким же эффективным как оценивание учителем?

#### *Заключение*

Есть ли у вас какие-либо мысли по теме взаимного оценивания, которые вы не успели высказать в ходе интервью?